



RELEASED ITEMS

**ENGLISH LANGUAGE ARTS
GRADE 3**

Fall 2008

**MICHIGAN STATE BOARD OF EDUCATION
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Reference List:

“Bird’s Nest Safari”: Copyright © 2004 by Highlights for Children, Inc., Columbus, Ohio.

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PART 2

2A: INDEPENDENT READING SELECTION

DIRECTIONS:

Read the following selection and answer the questions that follow. You may look back at the selection as often as needed while working on Part 2A.

You may underline, highlight, or write notes in this booklet to help you. Mark your answers in this booklet by completely filling in the circle next to the correct answer. Use only a No. 2 pencil. If you erase an answer, be sure to erase it completely. Be careful not to mark in any of the circles next to the letters A, B, or C, except for the one that goes with your answer.

You may not use any resource materials (such as dictionaries, grammar books, or spelling books) for this test.

DIRECTIONS: Choose the *best* answer for each question. You may look back at the selection as often as needed.

“Bird’s Nest Safari”

Questions 1 - 8

- 1 According to the selection, a house wren’s “false” nest is
- ☐ **A** an old, broken nest.
 - ☐ **B** an unfinished nest.
 - ☐ **C** a carefully hidden nest.
- 2 What kind of nest would you *most likely* find on the ledge of a school window?
- ☐ **A** a pigeon’s nest
 - ☐ **B** a robin’s nest
 - ☐ **C** an oriole’s nest
- 3 The author *most likely* used dark-type headings in the article to
- ☐ **A** make it longer and more interesting to read.
 - ☐ **B** show that there are many types of birds.
 - ☐ **C** help the reader find information on different birds.

4 Based on the article, laws have been made to

- ☐ A protect birds from being harmed.
- ☐ B protect people from bird attacks.
- ☐ C protect baby birds from photographers.

5 Look at the list below.

Some materials used to build bird nests:

sticks
grass
mud
hair
cloth

Which of the following do birds also use to create nests?

- ☐ A glass
- ☐ B paper
- ☐ C flowers

6 The author *mainly* wrote this article to

- ☐ A tell about different types of birds and their nests.
- ☐ B explain the importance of not touching birds' nests.
- ☐ C show how to spot birds and keep a bird's nest journal.

7 Which type of bird would *most likely* use grass clippings to line its nest?

- ☐ **A** the oriole
- ☐ **B** the pigeon
- ☐ **C** the robin

8 Which would be the *best* place to find a picture of a robin's nest?

- ☐ **A** a map of a wooded area
- ☐ **B** a dictionary entry about trees
- ☐ **C** a science book about birds

2B: PAIRED READING SELECTIONS

DIRECTIONS:

You will read two selections and answer some questions. You may look back at these two selections as often as needed while working on Part 2B.

You may underline, highlight, or write notes in your test booklet to help you. Mark your answers in this booklet by completely filling in the circle next to the correct answer. Use only a No. 2 pencil. If you erase an answer, be sure to erase it completely. Be careful not to mark in any of the circles next to the letters A, B, or C, except for the one that goes with your answer. You may not use any other paper.

There will be some questions that ask you to write an answer on the lines provided. Answer the questions as completely as you can using one to three sentences.

You may not use any resource materials (such as dictionaries, grammar books, or spelling books) for any part of this test.

DIRECTIONS: Choose the *best* answer for each question. You may look back at the selection as often as needed.

Questions 9 – 30 not released. Descriptors provided for stem and foils.

R.CM.02.02

- 9** Identify main idea in informational text
- A** Correct answer
 - B** Incorrect main idea
 - C** Incorrect main idea

R.CM.02.02

- 10** Identify important detail in informational text
- A** Incorrect detail
 - B** Incorrect detail
 - C** Correct answer

R.CM.02.03

- 11** Compare characters within informational text
- A** Incorrect comparison
 - B** Incorrect comparison
 - C** Correct answer

R.WS.02.11

- 12** Use context to determine word meaning
- A** Correct answer
 - B** Incorrect meaning
 - C** Incorrect meaning

R.CM.02.02

- 13** Identify important detail in informational text
- A** Correct answer
 - B** Incorrect detail
 - C** Incorrect detail

R.IT.02.03

- 14** Explain author's use of headings
- A** Correct answer
 - B** Incorrect use
 - C** Incorrect use

R.CM.02.02

- 15** Identify important detail in informational text
- A** Incorrect detail
 - B** Incorrect detail
 - C** Correct answer

R.CM.02.02

- 16** Identify important detail in informational text
- A** Incorrect detail
 - B** Correct answer
 - C** Incorrect detail

R.CM.02.02

- 17** Identify relevant detail in narrative text
- A** Incorrect detail
 - B** Correct answer
 - C** Incorrect detail

R.WS.02.11

- 18** Use context to determine word meaning
- A** Incorrect meaning
 - B** Correct answer
 - C** Incorrect meaning

R.NT.02.03

- 19** Identify character trait
- A** Correct answer
 - B** Incorrect trait
 - C** Incorrect trait

R.NT.02.03

- 20** Identify character's action
- A** Incorrect action
 - B** Correct answer
 - C** Incorrect action

R.NT.02.03

- 21** Identify sentence/sentences that explain character's feelings
- A** Correct answer
 - B** Incorrect sentences
 - C** Incorrect sentences

R.NT.02.04

- 22** Explain author's use of descriptive language
- A** Correct answer
 - B** Incorrect explanation
 - C** Incorrect explanation

R.CM.02.02

23 Identify important event

- A** Incorrect event
- B** Incorrect event
- C** Correct answer

R.CM.02.03

24 Compare how characters are different within text

- A** Incorrect comparison
- B** Incorrect comparison
- C** Correct answer

CROSS-TEXT QUESTIONS

DIRECTIONS: Questions 25 – 30 ask about *both* of the selections you read. Choose the *best* answer for each question. You may look back at the two selections as often as needed.

R.CM.02.03

- 25** Compare how ideas are alike across texts

A Correct answer
B Incorrect comparison
C Incorrect comparison

R.CM.02.03

- 26** Compare how characters are different across texts

A Correct answer
B Incorrect comparison
C Incorrect comparison

R.CM.02.03

- 27** Compare how characters are alike across texts

A Incorrect comparison
B Correct answer
C Incorrect comparison

R.CM.02.03

- 28** Compare how texts are alike

A Incorrect likeness
B Incorrect likeness
C Correct answer

R.CM.02.03

29 Use prediction to compare characters across texts

- A** Correct answer
- B** Incorrect prediction
- C** Incorrect prediction

R.CM.02.03

30 Compare how characters are alike across texts

- A** Incorrect comparison
- B** Correct answer
- C** Incorrect comparison

PART 3

WRITING FROM KNOWLEDGE AND EXPERIENCE

DIRECTIONS:

You will be given a theme and a number of ways to write about it. You may use examples from real life, from what you read or watch, or from your imagination.

Your audience will be interested adults.

You may not use any resource materials (such as dictionaries, grammar books, or spelling books) for this test.

Your answer must be written with a No. 2 pencil on the lines provided. Only the writing on the two lined pages will be scored. No additional paper may be used.

Turn the page and follow along as I read the information to you.

WRITING FROM KNOWLEDGE AND EXPERIENCE**31 WRITE ABOUT THE THEME: BEING SPECIAL**

Each of us is special. We are all good at doing different things and we all have special abilities.

Do **ONLY ONE** of the following:

tell about a time when you showed everyone how you are special

OR

describe the first time you knew that someone else had a special ability

OR

write about being special in your own way.

Use this checklist to help you with your answer.

CHECKLIST:

_____ Do I have a clear central idea that connects to the theme?

_____ Do I stay focused on the theme?

_____ Do I support my central idea with important details/examples?

_____ Do I need to take out details/examples that DO NOT support my central idea?

_____ Do I use a variety of words, phrases, and/or sentences?

_____ Have I spelled, punctuated, and capitalized my writing to help readers understand it?

WRITE YOUR RESPONSE HERE

[illegible]

[illegible]

4B: STUDENT WRITING SAMPLES

DIRECTIONS:

You will read two student writing samples silently and answer some questions. You may look back at the student writing samples as often as needed.

You may underline, highlight, or write notes in this booklet. Mark your answer in this booklet by completely filling in the circle next to the correct answer. Use only a No. 2 pencil. If you erase an answer be sure to erase it completely. Be careful not to mark in any of the circles next to the letters A, B, or C, except for the one that goes with your answer. You may not use any other paper.

You may not use any resource materials (such as dictionaries, grammar books, or spelling books) for any part of this test.

REVISING AND EDITING THE STUDENT WRITING SAMPLES

Student Writing Sample #2

Sample not released.

Questions 32 – 38 not released. Descriptors provided for stem and foils.

W.PR.02.01

- 32** Identify author's purpose
- A** Incorrect purpose
 - B** Correct answer
 - C** Incorrect purpose

W.GR.02.01

- 33** Edit punctuation: use of apostrophe in contractions
- A** Correct answer
 - B** Incorrect punctuation
 - C** Incorrect verb tense

W.GR.02.01

- 34** Edit verb tense
- A** Incorrect verb tense
 - B** Correct answer
 - C** Incorrect verb tense

W.SP.02.01

- 35** Edit spelling; frequently encountered word
- A** Target word misspelled; another word misspelled
 - B** Correct answer
 - C** Target word misspelled; another word misspelled

W.SP.02.01

- 36** Edit spelling; frequently encountered word
- A** Correct answer
 - B** Target word misspelled; another word misspelled
 - C** Target word misspelled; another word misspelled

W.PR.02.01

37 Identify sentence showing author's awareness of audience

- A** Incorrect sentence
- B** Incorrect sentence
- C** Correct answer

W.PR.02.01

38 Revise; delete unnecessary information

- A** Necessary information
- B** Correct answer
- C** Necessary information

REVISING AND EDITING THE STUDENT WRITING SAMPLES

Student Writing Sample #3

One day I woke up in the heart of the jungle I was super afraid yet super excited. Anyway, I was hungry and it was breakfasttime. My stomach growled like a little lion. I looked around for something to eat. I finally found some ripe bananas up in a tree. I climbed the banana tree to get 1 to eat. When I climbed up the tree and sat on a branch, a monkey sat next to me. I giggled and pated it on the head. I looked up and saw beautiful white flowers. I grabbed my frist banana and started to peel it. The monkey looked hungry. I gave it to him. I picked another banana and ate it. After breakfast I walked away with the monkey following me. We walked until my watch showed one o'clock in the display window. Then we stopped for lunch. The monkey and I shared another banana.

The tigers always come out around 100 p.m. Soon we walked right into one. The tiger roared at me. We ran for our lives. I looked behind me. The tiger was getting closer and closer. POOF! That's when I woke up. It was all a dream. So thats my day in the jungle, now tell me about yours.

- 39 Read the sentence below.

Anyway, I was hungry and it was breakfasttime.

Which sentence has been fixed or edited correctly?

- ☐ A Anyway, I was hungry and it was break fast time.
- ☐ B Anyway, I was hungry and it was break fasttime.
- ☐ C Anyway, I was hungry and it was breakfast time.

- 40 Read the sentence below.

I giggled and pated it on the head.

Which of the following shows the correct way to fix this sentence?

- ☐ A I gigled and pated it on the head.
- ☐ B I giggled and pated it on the hed.
- ☐ C I giggled and patted it on the head.

- 41 Read the sentence below.

I grabbed my frist banana and started to peel it.

Which sentence has been fixed or edited correctly?

- ☐ A I grabed my frist banana and started to peel it.
- ☐ B I grabbed my frist banana and started to peel it.
- ☐ C I grabbed my frist banana and starded to peel it.

- 42 Read the sentences below.

The monkey looked hungry. I gave it to him.

Which of the following is the *best* way to combine these sentences?

- ☐ A The monkey looked hungry, so I gave it to him.
- ☐ B The monkey looked hungry, but I gave it to him.
- ☐ C The monkey looked hungry, because I gave it to him.

- 43 Read the sentence below.

The tigers always come out around 100 p.m.

Which sentence has been fixed or edited correctly?

- ☐ A The tigers always come out around 1;00 p.m.
- ☐ B The tigers always come out around 1:00 p.m.
- ☐ C The tigers always come out around 1'00 p.m.

- 44 Read the sentence below.

The tiger was getting closer and closer.

What is the writer's purpose for using this sentence?

- ☐ A to build excitement
- ☐ B to describe the tiger
- ☐ C to show the setting

PEER RESPONSE TO STUDENT WRITING SAMPLE #3

DIRECTIONS:

Answer the question on page 25. You may use Student Writing Sample #3 on the next page to help you answer the question.

Use this checklist to help you with your answer. Your answer must be written on the lines on page 25. No extra paper may be used.

CHECKLIST:

- _____ Do I clearly answer the question that was asked?
- _____ Do I support my answer with details from the student writing sample?
- _____ Is my response complete?

REVISING AND EDITING THE STUDENT WRITING SAMPLES

Student Writing Sample #3

One day I woke up in the heart of the jungle I was super afraid yet super excited. Anyway, I was hungry and it was breakfasttime. My stomach growled like a little lion. I looked around for something to eat. I finally found some ripe bananas up in a tree. I climbed the banana tree to get 1 to eat. When I climbed up the tree and sat on a branch, a monkey sat next to me. I giggled and pated it on the head. I looked up and saw beautiful white flowers. I grabbed my frist banana and started to peel it. The monkey looked hungry. I gave it to him. I picked another banana and ate it. After breakfast I walked away with the monkey following me. We walked until my watch showed one o'clock in the display window. Then we stopped for lunch. The monkey and I shared another banana.

The tigers always come out around 100 p.m. Soon we walked right into one. The tiger roared at me. We ran for our lives. I looked behind me. The tiger was getting closer and closer. POOF! That's when I woke up. It was all a dream. So thats my day in the jungle, now tell me about yours.

Scoring Key: Part 2A: Independent Reading Selection

Item Number	Correct Answer	GLCE	Description
1	B	R.CM.02.02	Retell main idea(s), relevant details of text
2	A	R.CM.02.02	Retell main idea(s), relevant details of text
3	C	R.IT.02.03	Explain how authors/illustrators use text features
4	A	R.CM.02.02	Retell main idea(s), relevant details of text
5	B	R.CM.02.02	Retell main idea(s), relevant details of text
6	A	R.IT.02.01	ID/describe a variety of informational genre
7	C	R.CM.02.02	Retell main idea(s), relevant details of text
8	C	R.IT.02.01	ID/describe a variety of informational genre

Scoring Key: Part 2B: Paired Reading Selections

Item Number	Correct Answer	GLCE	Description
9	A	R.CM.02.02	Retell main idea(s), relevant details of text
10	C	R.CM.02.02	Retell main idea(s), relevant details of text
11	C	R.CM.02.03	Compare/contrast relationships within/across texts
12	A	R.WS.02.11	Determine meaning of words and phrases in context
13	A	R.CM.02.02	Retell main idea(s), relevant details of text
14	A	R.IT.02.03	Explain how authors/illustrators use text features
15	C	R.CM.02.02	Retell main idea(s), relevant details of text
16	B	R.CM.02.02	Retell main idea(s), relevant details of text
17	B	R.CM.02.02	Retell main idea(s), relevant details of text
18	B	R.WS.02.11	Determine meaning of words and phrases in context
19	A	R.NT.02.03	ID/describe characters/setting/problem/sequence
20	B	R.NT.02.03	ID/describe characters/setting/problem/sequence
21	A	R.NT.02.03	ID/describe characters/setting/problem/sequence
22	A	R.NT.02.04	ID/explain how authors/illust. use literary devices
23	C	R.CM.02.02	Retell main idea(s), relevant details of text
24	C	R.CM.02.03	Compare/contrast relationships within/across texts
25	A	R.CM.02.03	Compare/contrast relationships within/across texts
26	A	R.CM.02.03	Compare/contrast relationships within/across texts
27	B	R.CM.02.03	Compare/contrast relationships within/across texts
28	C	R.CM.02.03	Compare/contrast relationships within/across texts
29	A	R.CM.02.03	Compare/contrast relationships within/across texts
30	B	R.CM.02.03	Compare/contrast relationships within/across texts

Scoring Key: Part 3: Writing From Knowledge and Experience
Part 4B: Student Writing Samples

Item Number	Correct Answer	GLCE	Description
31	E	W.PR.02.01	Consider audience and purpose for writing
32	B	W.PR.02.01	Consider audience and purpose for writing
33	A	W.GR.02.01	ID/use correct grammar in complete sentences
34	B	W.GR.02.01	ID/use correct grammar in complete sentences
35	B	W.SP.02.01	Spell correctly freq./less freq. encountered words
36	A	W.SP.02.01	Spell correctly freq./less freq. encountered words
37	C	W.PR.02.01	Consider audience and purpose for writing
38	B	W.PR.02.01	Consider audience and purpose for writing
39	C	W.SP.02.01	Spell correctly freq./less freq. encountered words
40	C	W.SP.02.01	Spell correctly freq./less freq. encountered words
41	B	W.SP.02.01	Spell correctly freq./less freq. encountered words
42	A	W.PR.02.06	ID needed reorg./additions/deletions/transitions
43	B	W.GR.02.01	ID/use correct grammar in complete sentences
44	A	W.PS.02.01	ID/develop personal style in writing
45	E	W.PR.02.06	ID needed reorg./additions/deletions/transitions